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ABSTRACT

This study was done at one elementary school in Normandy, Missouri, where the behavior patterns of students in classrooms were changing as the black population increased and teachers were daily being confronted by situations they felt inadequate to cope with. The principal was willing to rank the teachers who were to be involved in the study on a continuum from "good" to "poor." The null hypotheses being tested by this study are: (1) there will be no significant differences in teacher attending behavior (defined as those variables they attend to) between those teachers identified by the principal as "good" and those identified as "poor"; and (2) there will be no significant differences in student behavior for those students in the classroom of teachers identified by the principal as "good" and those identified as "poor." The subject population consisted of students in six fourth grade classrooms, 126 of whom were boys and 111 girls. Analysis of the data for "good" and "poor" teachers indicated no significant differences in the two groups. In this situation, the student behaviors in the classroom were not consistent with the principal's placement of the teacher. (Author/JM)

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CONSULTING TECHNIQUES IN RACIALLY INTEGRATED ELEMENTARY SCHOOLS[1]

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Increasing numbers of teachers are finding themselves facing classrooms full of students who could be characterized as disadvantaged or culturally deprived.

In the early fifties, Reissman (1950) estimated that approximately one child out of ten in the fourteen largest cities was "culturally deprived". By the early sixties, this figure had risen to one in two for these Urban areas. Today, we find these numbers have increased rapidly beyond that fifty percent level.

Behavior exhibited by these students are often distressing to teachers who most typically come from middle-class backgrounds. In a study by Rousseve (1963), behavioral descriptions of the disadvantaged and particularly the Black were made. Teachers' observations were as follows:

> They pointed up, generally, behavior characterized by non-conformity to patterns of expected conduct, submissiveness, academic passivity, ambivalent reactions toward their own reference groups, clowning, aggression, truancy, living-for-the-moment attitudes, unconscious "compensatory exhibitionism" and even tendencies to retreat from reality. (p. 116)

Such was the situation at one elementary school in Normandy, Missouri. The behavior patterns of students in classrooms were changing as the Black population increased and teachers were daily being confronted by situations they felt inadequate to cope with. At this time, the

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principal approached the researchers and expressed an interest in utilizing the techniques of behavior modification to meet some of the challenges being presented to the faculty. The principal had noted differences in teacher behavior and performance and was willing to rank the teachers who were to be involved in the study on a continuum from "good" to "poor".

The null hypotheses being tested by this study are:

1. There will be no significant differences in teacher attending behavior (defined as those variables they attend to) between those teachers identified by the principal as "good" and those identified as "poor".

2. There will be no significant differences in student behavior for those students in the classrooms of teachers identified by the principal as "good" and those identified as "poor".

METHOD

The Subjects. The subjects for this investigation consisted of students in six fourth grade classrooms at Kingsland School, Normandy, Missouri. One hundred twenty-six (126) of the subjects were boys and one hundred eleven (111) were girls. According to the standards set up by Hanley (1970), the setting would be classified as a "normal classroom" setting because neither the teacher nor the students were selected on the basis of a specific diagnostic category.

DEVELOPMENT OF BEHAVIOR CLASSIFICATION SYSTEM AND TRAINING PROCEDURE FOR RATERS

Initially, the two authors spent time in the classrooms observing students and their behavior. From these observing situations, a Burden-Dustin Behavior Classification System was developed.

A video-tape was then made of students' behavior in an actual teaching situation. This tape was used in training raters to use the

classification system before going into the "real world" of the classroom.

Raters were given the Behavior Classification System. They were briefed on the categories and instructed to memorize them before the next session. At the next session, Form A of a paper and pencil test was administered to check the raters' understanding and accuracy. Those not obtaining a perfect score were given extra training to iron out misconceptions. At the next session, they were administered Form B of the test with everyone attaining the prescribed level of performance. The next phase of the training consisted of viewing the video-tapes and systematically recording behavior in ten-second on, ten-second off intervals.

A video-tape criterion test was administered with those passing the first go round having to meet a ninety percent (90%) level of proficiency compared to a master criterion. Those not attaining this performance level were given additional training and testing until they reached this criterion level.

The raters were then assigned classrooms and specific students to observe. Each student was observed four times during a four month period. Each observation was for a ten minute segment with observations occurring at random throughout the day.

RESULTS

The fourteen behavior categories were tallied for the total group and for each of the six individual teachers.

Figure 1 here

The results of the investigation showed that for the total group of teachers, over half (52%) of the recorded behavior was observed to be ON-TASK. The range within this category for classrooms was from 38%-61%. This, according to the category definition, meant that students were either

1. following the teacher's instructions,
2. working at an assigned task,
3. reading silently,
4. taking a test, or
5. listening by looking at the speaker.

The next highest total percentage (10%) was for vocalizations. Behaviors such as talking which were not related to the lesson, crying, screaming, singing, whistling, or laughing were tallied in this category. For the individual classrooms, the range was from 6% to 12%.

Following next in total recorded percentages was the active non-participation category (9%). The range for the teachers was from 5% to 13%. Student behaviors such as doing tasks other than those assigned, eating, doodling, playing with objects or passing notes were recorded in this category.

When considering the fourteen different categories of behavior, what kind of behavior did teachers attend to? Interestingly enough, when these behavior categories were divided into those which might be considered active and inactive and then analyzed by teacher response to them, the teachers were observed to respond to those active behaviors

FIGURE I: PERCENTAGES OF BEHAVIORS EXHIBITED

CATEGORIES		TOTAL	TEACHER NUMBER					
PRINCIPAL'S RANKING			1	2	3	4	5	6
			N=43	N=44	N=42	N=42	N=23	N=43
T	Task-centered Behavior	51.64	54.176	48.663	57.294	61.410	54.883	38.275
S	Student-centered Task	.893	.775	1.144	1.319	.299	.254	1.143
↑	Raising Hand	2.618	3.084	3.233	2.312	2.145	3.290	1.923
A	Active Participation	2.101	2.743	1.974	1.514	2.549	3.075	1.365
Q	Questions	.430	.418	.629	.393	.440	.349	.390
V	Vocalizations	9.806	7.020	12.015	6.740	6.382	9.163	12.206
N	Noise	1.182	1.100	1.416	1.351	.844	1.046	1.212
↷	Orienting	8.839	8.105	7.882	8.987	9.511	7.863	10.199
X	Gross Motor	7.600	7.764	8.239	5.487	4.008	9.543	10.631
∧	Disturbing Others	.795	.728	.687	.423	.316	.666	1.714
→	Contact	1.112	1.038	1.573	.668	.264	1.205	1.742
//	Active Non-Participation	8.847	8.725	8.597	7.066	7.771	4.851	13.334
/	Passive Non-	4.626	4.308	3.261	6.399	3.991	3.678	5.643
C	Copying	.227	.015	.687	.147	.070	.095	.223

significantly more than inactive behaviors (.001) even though ON-TASK behavior (52%) was a part of the inactive category. From this observation, it would appear that teachers do not attend to or support those behaviors they want to retain.

Other statements which could be made after analyzing the data for all teachers are:

1. A student had one chance in ten of being called upon if he raised his hand.

2. A student who got out of his seat was responded to as often as someone who raised his hand.

3. A student would almost be totally ignored (97%) by a teacher if he asked a question related to the lesson or to gain teacher permission.

Orienting, classified as any ninety degree of the head or body from the front of the desk for a period of at least four seconds, also had about nine percent (9%) of the total recorded behaviors. Ranges in this category were from 5% to 11%.

The only two remaining categories of any size were for gross motor activity (8%) and passive non-participation (5%). Any large muscle activity, such as getting out of one's seat, standing up, walking around, running, hopping, skipping, and jumping were classified as gross motor. Staring off into space, resting, dozing, or quietly not attending to the lesson were considered to be passive non-participation.

Teachers were categorized as "good" or "poor" based upon the principal's definition. Analyses were then made between these two groups so that the two previously stated hypotheses might be tested. On the basis of the data anlysis, no consistent or significant differences could be noted for the two groups. Therefore, the null hypothesis was accepted.

SUMMARY

Students engage in task-centered behavior over half the time, but teachers do not support this behavior by attending to it in proportion to those behaviors which are more "active". "Parallel play" seemed to be going on in these classrooms. The students were engaged in appropriate activities, but they were not being rewarded.

Analysis of the data for "good" and "poor" teachers indicated no significant differences in the two groups. In this situation, the student behaviors in the classroom were not consistent with the principal's placement of the teacher.

BURDEN - DUSTIN
BEHAVIOR CLASSIFICATION

	Symbol	Class	Definition
1.	T	Task-centered Behavior	Following teacher's instructions; working at task; reading silently; taking a test; listening (looking at speaker).
2.	S	Student-centered Task	Attending to task which is student-centered, such as helping another student; sharing materials; working together on task.
3.	↑	Raising Hand	Raising hand; calling teacher (place V under this column)
4.	A	Active Participation	Answering questions; calling out answers (place V under A column), participating in discussion; reading aloud, working at board; other interactions with teacher during instruction period.
5.	Q	Questions	Asking teacher or student question related to lesson; asking teacher's permission.
6.	V	Vocalizations	Talking not related to lesson; crying; screaming; singing; whistling; laughing. Do not rate lip movement; rate what you hear, not what you see.
7.	N	Noise	Non-vocal noise, including tapping feet; clapping, tearing papers; throwing book on desk; slamming desk top. Be conservative; rate what you hear, not what you see.
8.	↷	Orienting	Any 90 degree turn of head or body from front of desk which is of four seconds duration or longer.
9.	X	Gross Motor	Getting out of seat; standing up; walking around; running; hopping; skipping; jumping; rocking chair; moving chair, etc. Include such gross phsyical movements as arm flailing and rocking.
10.	∧	Disturbing	Grabbing objects of work; knocking neighbor's books off desk; destroying another's property; hitting or pushing another's desk; throwing objects at another without hitting; etc.
11.	→	Contact	Hitting; pushing; shoving; pinching; slapping; striking with object; throwing object which hits another person; poking with object. Rate only bodily contact.
12.	//	Active Non-Participation	Doing tasks other than assignment, such as reading other books or materials during lesson; eating; doodling; playing with objects; passing notes.
13.	/	Passive Non-Participation	Not attending to lesson; passive refusal to participate; staring; resting; dozing.
14.	C	Copying	Apparently copying work from another child.
15.	○	Teacher Attention	Calling student's name; speaking directly to student; attending to student's behavior by word or gesture. Rate teacher attention only when it occurs in the same interval as the student's behavior (circle checkmark).

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